

Innovation in Learning to Read the Yellow Book Through the Amsilati Method in Dormitory "I" Pondok Pesantren Ngalah Sengonagung Purwosari Pasuruan

¹Intan Ulyaun Nisa, ²Ali Mohtarom, ³Achmad Yusuf, ⁴Askhabul Kirom

^{1,2,3,4} Universitas Yudharta Pasuruan

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Email :
Intanulyaun7@gmail.com

ABSTRACT

This study aims to determine the innovation of learning to read the yellow book through the amsilati method in Dormitory I of the Ngalah Islamic Boarding School. The approach used is qualitative with data collection techniques through observation, interviews, and documentation. The results of the study showed that the innovation of learning to read the yellow book through the amsilati method of dormitory I was effective in improving the learning outcomes of students. In addition, it was found that to achieve more optimal results, it is necessary to minimize the existing shortcomings. Overall, the innovation of learning to read the yellow book through the amsilati method has succeeded in increasing the completeness of student learning outcomes. This finding has important implications for the innovation of learning models in Islamic boarding schools.

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INTRODUCTION

Pesantren as a traditional Islamic center that is still closely tied by scholars from the Middle Ages (3rd to 17th centuries), is greatly influenced by Arab culture. As Al-Jabiri wrote, this Arab culture has influenced a lot of the tradition of "empiricism" that developed in the mindset of Islamic boarding schools. This reflects the orientation and morality that leads to the achievement of knowledge (al-ittihad min al-suluk wa al-akhlak ila al-ma'rifah).

As is known, pesantren is a place of religious learning and cannot be separated from the study of the Yellow Book. Various special methods were explained, ranging from traditional methods to models that can be used in studying the Yellow Book as a medium for understanding Arabic script without harakat, ranging from traditional methods to new learning models as an update of traditional methods. These methods certainly have advantages and disadvantages according to their motives and goals.

The yellow book has a crucial role in Islamic boarding schools in supporting a deep understanding of religion. By studying this book, students are able to compile fresh explanations but still maintain historical connections with Islamic teachings, the Qur'an, and the hadith of the Prophet. The yellow book represents religious thought that has emerged and developed throughout the history of Islamic civilization.

The use of the yellow book as a reference in Islamic boarding schools and madrasah diniyah has been regulated by the government. Government Regulation of the Republic of Indonesia Number 55 of 2017 concerning Religious Education and Religious Education, in Article 21, states that non-formal early education can be held in the form of book recitation, majlis taklim, Qur'an education, diniyah takmiliyah, or other similar forms.

Reading books through sorogan has become a tradition rooted in pesantren culture. However, with the development of the times and technology, there are methods that have emerged. Because there are not many students who still cannot read the yellow book in a fast time,

a new method is needed that can help students quickly read the yellow book. As is the case in Dormitory "I" of the Ngalah Islamic Boarding School, which initially used the sorogan method to read books, now it is added with the Amsilati method.

The Amsilati method is the latest approach that speeds up the process of reading and understanding the yellow book. Usually, reading the yellow book takes many years, but with the Amsilati method, the time needed is only about 6 months to one year. However, along with the development of this method, various challenges and problems also arise. The problem can be an uncertain, doubtful, and elusive situation that requires a solution.

Amsilati forms a framework of thinking to understand the Arabic language, in which there is a systematic formulation to find out the form or position of certain words, this can be seen in the main formula of Isim and Fi'il or tables. Plus additional formulas such as dhomir shadows to find out certain types or words, filtering through dzauq (taste value) or syiaqul kalam (sentence context). Amsilati is a method to make it easier to learn nahwu knowledge which previously used classical books such as alfiyah which had to be studied for a long time and had to memorize nadzom which amounted to 1002 which made students afraid to learn nahwu but with the emergence of amsilati trying to provide a new method of learning nahwu knowledge that is more enjoyable Amsilati formed a mindset in understanding Arabic by providing a systematic formula to recognize the shape and position of certain words. For example, the main formulations include Isim and Fi'il, which are often presented in the form of tables. In addition, there are additional formulations such as dhomir shadows to identify word types or categories, as well as filtering through dzauq (linguistic sensitivity) or syiaqul kalam (sentence context).

This is what drives the emergence of innovations in learning to read the yellow book quickly through the Amsilati method at the Ngalah Sengonagung Purwosari Pasuruan Islamic Boarding School. As a modern pesantren that wants to maintain the study of classic books, this method is present as a solution to the problem of learning to read books that takes a long time. Students at this pesantren also follow the national curriculum, with a period of between three and six years, depending on their level of education, ranging from MI, MTs, to MA. Through the Amsilati method, it is hoped that students who also take part in formal education will still be able to read the classic book or the yellow book. Based on this background, the researcher conducted a study.

METHOD

In this study, the researcher used a type of descriptive qualitative research. Qualitative research according to Bogdan and Taylor cited by Lexy J. Moleong in her book entitled *Qualitative Research Methodology*, defines qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from observable people and behaviors.

The location of the research is Dormitory I of the Ngalah Islamic Boarding School with the research subjects including students who take part in the amsilati of dormitory i. The data collection techniques used are interviews, observations and documentation. Observations were made to observe the interaction between teachers and students as well as students' responses to the amsilati learning method, while interviews were conducted to explore students' experiences and perceptions regarding amsilati in dormitory I. Documentation includes student diary, learning evaluation results, and learning materials used.

The collected data is analyzed through data reduction, data presentation, and conclusion drawn. Data reduction summarizes and simplifies data, presents data as a set of information, and draws conclusions by identifying patterns, themes, and relationships from the data that has been presented. The validity of the data is ensured through triangulation of sources and techniques, by

comparing data from different sources and using various data collection methods to ensure consistency and reliability of the information.

RESULT AND DISCUSSION

After conducting observations and interviews and finding several findings, the researcher will discuss in detail each research focus, which is as follows:

A. Learning to read the yellow book in dormitory I

The method of learning to read the Yellow Book varies depending on the approach applied in each traditional Islamic educational institution. As is the case in the ngalah Islamic boarding school, precisely in the dormitory, i use several methods in learning to read the yellow book There are several methods of learning to read the yellow book, namely:

a. Sorogan method

The sorogan method is one of the traditional methods in pesantren education in Indonesia. The word "sorogan" comes from the Javanese word "sorog" which means "to thrust". In this method, students learn individually in front of a kiai or teacher. The student presents or reads the book that is being studied, and the kiai will provide corrections, explanations, and direct guidance. This method is very interactive and allows for direct dialogue between students and kiai, so that the understanding of the material can be more in-depth and specific according to the needs of each student.

As in dormitory I, this activity is carried out by each student reading the book in front of their respective ustadzah according to the level of the book. There are several levels of sorogan books in dormitory I, namely the book of mabadi'ul awaliyah, embroidery of safinah, ta'lim muta'allim, matan jurumiyah and the book of fathul qorib majid.

b. Method of gutter

The takror method is one of the learning methods in pesantren education that aims to deepen mastery of material through repetition. The word "takror" comes from the Arabic word meaning "repetition". In this method, students repeat the readings or lessons that have been given by the kiai or ustaz repeatedly until they completely master and understand the material.

As in dormitory I, the takror method is a method of learning to read the yellow book where the students repeat the material learned in madrasah diniyah.

c. Shawir method

The syawir method (also known as the syawir or deliberation method) is one of the learning methods applied in pesantren education in Indonesia. This method emphasizes discussion and deliberation among students to discuss and understand the subject matter.

This method is applied in dormitory I which is directly fostered by the caregiver of dormitory I, this activity is carried out once a week after the shubuh prayer. The syawir method is carried out according to the level of the book of sorogan activities, namely the book of mabadi'ul awaliyah, embroidery of safinah, ta'lim muta'allim, matan jurumiyah and the book of fathul qorib majid

d. Amtsilati method

Amtsilati is a breakthrough in learning techniques that facilitate how to read the book quickly and effectively. This method combines reading strategies with deep comprehension techniques, allowing readers to absorb information efficiently without sacrificing comprehension of important content. This method not only optimizes reading time, but also improves the quality of understanding and practical application of the content of the book read.

The purpose of applying the Amtsilati model in learning the yellow book in Dormitory I is

that students are expected to understand the Nahwu and Sharaf material more easily, students are able to read the yellow book fluently and understand the book even though the book has not been studied by the students. Seeing the concept of the Amsilati model which focuses more on the competence of students to be able to read the yellow book with competency standards for mastering language rules and carry out the process of interpretation properly, both in Indonesian Language and Javanese, students should be more skilled in reading the yellow book with a good understanding of Nahwu and Sharaf. This goal must be achieved in the learning of the yellow book using the Amsilati model and the achievement of this goal is carried out in a systematic, good, planned and conducive teaching and learning process.

B. Innovation in learning to read the yellow book through the amsilati method

Innovation is an idea, practical things, methods, ways of man-made things, which are observed to be perceived as something new to or a group of people. Wina Sanjaya in his book, defines learning innovation as a certain idea, idea or action in the field of curriculum and learning that is considered new to solve educational problems.

According to Cece Wijaya quoted by Zainal Arifin in his book, the innovation process has several stages, including the following:

1. Invention, which is a new invention that is usually an adaptation of what already exists. In practice, there are often curriculum innovations and learning describes a very different outcome from anything inside or outside the school. Discoveries in schools often occur when teachers try to change situations or create new ways.
2. Development, which is a process before entering into a larger scale. Development often goes hand in hand with research so that the "research and development" procedure is a stage used in the curriculum which includes various activities, including basic research. This research highlights the process of developing new curriculum materials.
3. Diffusion, a process that is closely related to communication. According to Rogers, quoted by Zainal Arifin in his book, diffusion is a process in which innovation is communicated through certain channels continuously among members of the social system. The diffusion of innovation occurs through social contact networks, thus the spread of curriculum innovation can be carried out through social contacts, in communication networks, or other approaches according to the culture of the local community.
4. Adoption, at this stage of adoption there are several important elements that need to be considered, including: acceptance, time, type of renewal, adopter unit, communication channels, social structure, and culture.

Learning has the meaning of an effort to learn a person through various strategies, methods and approaches to achieve a planned goal.

According to Rusman in his book, Learning is a system, consisting of several components that are interconnected with each other. These components include: objectives, materials, methods, and evaluations. These four components must be considered by teachers to choose and determine the right learning models.

Learning is an effort made by educators or teachers deliberately with the aim of conveying knowledge, by organizing and creating a learning environment system with various methods so that students can carry out learning activities more optimally.

The amsilati method is the latest innovation in learning that is applied in dormitory I of the Ngalah Islamic boarding school. For several years, the method in dormitory I was innovated with the asmtilati method which was initially only the sorogan method, because it was felt that the students lacked the ability to read the book.

Before using the Amsilati method in Dormitory I, the management of Dormitory I first makes a learning plan As for the planning of the Amsilati method at the Ngalah Boarding School Dormitory I, there are several stages.

1. Formulating the purpose of the amsilati method

The learning purpose of the Amsilati method at the Ngalah Islamic Boarding School is the goal that the teacher wants to achieve from each subject matter that has been taught.

Therefore, with the purpose of learning, when the ustadzah teaches in the classroom, they must have targets in the learning process so that the ustadzah will make the best use of the lesson time to achieve their targets.

2. Determining learning materials

The material used in Dormitory I of the Ngalah Islamic boarding school is the book of Amsilati, but if there is additional material needed to further deepen the material to the students, then the ustadza uses the book of Jurumiyah and Imrithi as a handle. Through the book of Amsilati, students can learn the yellow book according to their respective order, ability and speed because the book of Amsilati is compiled by volume. And studied for one semester each volume.

3. Determining learning techniques

Learning techniques are concrete methods used during the learning process. A teacher can switch learning techniques even though they are in the same method corridor. One method can be applied through various learning techniques. The technique used by Amsilati is memorization and repetition

4. Determining the learning medium

Based on the results of the researcher's observations when participating in the learning process at the Ngalah Islamic boarding school, especially in dormitory I, the media used in the learning process is very minimal or can even be said to be classic because it uses media in the form of whiteboards and textbooks. Even so, it does not affect the students because the quality of memorizing and understanding the yellow book is very important.

5. Learning Targets of the Amsilati Method

The target in completing Amsilati learning is that for 9-10 months the child is able to read the yellow book (no harakot) in a gradual way. Within ten months, students are expected to be able to identify a word in Arabic according to the rules, at least students have the provisions to be able to read the yellow book. But the Amsilati learning time in Dormitory I is carried out 2 times in 1 week, 30 minutes each. Meanwhile, it takes one semester to complete the book. The division of time determined in learning the yellow book with the Amsilati method has not been adjusted to the central Islamic boarding school, namely the Darul Falah Amsilati Jepara Islamic boarding school, which is within a week to 10 days can be khatam one volume. 3 to 4 meetings a day, 45 minutes each. This is because in Dormitory I Amsilati learning has not been fully implemented because the Dormitory I Islamic boarding school is not purely an Islamic boarding school that learns Amsilati as is the case at the Darul Falah Jepara Islamic Boarding School, because there are still many activity programs in Dormitory I of the Ngalah Islamic Boarding School.

The implementation of learning the amsilati method in dormitory I is

1. **Habituation (reasoning)**

Habituation (lalaran) is an effort for students to get used to reading, opening nadzom and qaidah amsilati so that students can memorize qaidah and nadzoman easily refraction (lalaran) is divided into 2 namely: Lalaran Qoidah and khulasoh.

The technical reasoning of khulasoh is

- a. The prayer starts before KBM and gathers at the prayer room
- b. Lalaran will be led by seniors.
- c. Maximum reasoning according to what is directed by seniors.
- d. The reading was carried out at a medium tempo.
- e. At the time of seniority, they are obliged to condition and attend parastudents.
- f. The retraining time is carried out according to the local schedule of each dormitory

2. Memorization (deposit)

Memorization (deposit) is a traditional learning that still has a compatibility today. Memorization is a characteristic of education in Islamic boarding schools, therefore, amtsalati uses this method with the aim of making it easier for students to understand the qaidah and nadzoman that have been taught. Because the understanding comes after memorization, this deposit activity is carried out every day except Friday. The technicalities for memorization (deposit) are:

- a. Every student and depositor deposit is required to have ablution.
- b. Every day, students are required to deposit their memorization to the senior
- c. After depositing the student's memorization, please miss the deposit to the depositor

3. KBM (repeat memorization)

The abbreviation of KBM itself is Teaching and Learning Activities, which in practice are carried out by teachers and students, to build interactions that are influential and influenced, if applied to amtsilati, the students are taught related to the understanding of qoidah that has been memorized This KBM activity is carried out after the dawn recitation activity. The KBM techniques are:

- a. Before the teacher enters the class, the students must have gathered
- b. Before KBM activities are started, it is required to perform qoidah and its basics
- c. The start of KBM activities is required to give tawasul to mushonnif, priest kyai and ndalem families which are opened by teachers
- d. After the recitation of the oengajar prayer, it is required to abstain first
- e. Teachers are free to determine teaching methods according to their abilities, the most important thing is that students can learn happily and comfortably and teachers can convey the material that has been formulated.
- f. Teachers are required to provide an evaluation after completing the Volume before proceeding to the next volume.
- g. In KBM, teachers are obliged to ask questions and answer questions to students
- h. The KBM hour ends when the teacher closes with greetings and prayers

The implementation of the evaluation of the ustadzah in Dormitory I was carried out at the end of each discussion, and at the end of the volume. The evaluation is carried out in 2 ways, namely:

1. Oral

The oral test conducted by Ustadz is one of the efforts for the ustadz to find out how far students understand the material individually. The material tested is adjusted to the material that has been taught. The way of delivering questions also refers to the central Islamic boarding school, namely by asking questions to students one by one about the material that has been taught, this oral test is carried out by the ustadz when before starting the lesson by asking about past lessons or carried out before ending the lesson.

2. Written

As is the case in the language teaching and learning process, this written test is one of the steps that is not only to find out the ability of students to understand the material, but as a way to see the quality of students' writing, especially Arabic writing. The implementation of this written test is by the way the ustadzah gives written questions to students to work on. The questions are in the form of objective questions, description questions and questions about giving harakat and also Javanese meaning. From the two tests, the scores are added then if the student has a score of less than 7, then the student cannot continue to the next volume and the ustadz provides guidance and direction to the student who is then given additional time until the student is ready to take the test again.

This grade standard is different from the grade standard applied at the Darul Falah Jepara Islamic boarding school because students are still experiencing difficulties if the grade standard is the same as the central amtsilati standard, which is 9.018 This evaluation is used as a feedback for the ustadzah to see how successful the students are in understanding the material that has been delivered, so that by knowing the results, the ustadzah can carry out better follow-up in the next teaching and learning process.

CONCLUSION

Innovation is an idea, practical things, methods, ways of man-made goods, which are observed to be perceived as something new for or a group of people Innovation is an idea, practical things, methods, ways of man-made goods, which are observed to be perceived as something new for or a group of people. Amtsilati is a breakthrough in learning techniques that facilitate how to read the book quickly and effectively. This method combines reading strategies with deep comprehension techniques, allowing readers to absorb information efficiently without sacrificing comprehension of important content. There are several methods of learning to read the yellow book in dormitory I, namely traditional methods such as sorogan, taqror method, and the syawir method that take a long time to master the yellow book. Dormitory I made an innovation in learning to read books, namely the Amtsilati Method developed by KH. Taufiqul Hakim from the Darul Falah Islamic Boarding School, Jepara. It offers a quick and systematic way to learn the Yellow Book, allowing for comprehension within 6 months to a year. Using formulas and tables to make it easier to understand Arabic grammar.

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